

	National Curriculum	Local – Where do I live?	UK – The Environment: Connect, Protect, Enhance	World- Hot and Cold Places
Locational Knowledge	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>Name and locate the world's seven continents and the five oceans</li> </ul>	<ul style="list-style-type: none"> <li>Know that we live in England. Locate this on a map of the UK</li> <li>Know they live in – Salford, Greater Manchester, Little Hulton, North West, and England.</li> <li>Name 4 countries and their corresponding capital cities.</li> <li>Name capital cities in the U.K. such as London, Edinburgh, Belfast &amp; Cardiff</li> </ul>		<ul style="list-style-type: none"> <li>Can name the 7 continents and begin to recognise these on a map</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</li> </ul>
Place Knowledge	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (and a small area in a contrasting non-European country –covered in Year 2)</li> </ul>	<ul style="list-style-type: none"> <li>Name, describe and compare places they know? (Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?)</li> <li>Recognise different types of buildings in Little Hulton (local knowledge) and understand their purpose, compare and discuss their similarities and differences e.g. what is the difference between a supermarket and a shop?</li> <li>Be able compare and contrast similarities and differences e.g. different types of houses such as flat and detached house.</li> </ul>		<ul style="list-style-type: none"> <li>Be able to label North Pole, South Pole and equator on a world map.</li> </ul>
Human and Physical Geography	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to; Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</li> </ul>		<ul style="list-style-type: none"> <li>Know and understand what is meant by 'environment'.</li> <li>Identify and understand the difference between human and physical environmental features.</li> <li>Foster an understanding of the value of the natural environment to improve health and wellbeing.</li> <li>Know and understand what is meant by 'natural resources'</li> </ul>	<ul style="list-style-type: none"> <li>Explain the main features of a hot and cold place</li> <li>Tell us something about the people who live in hot and cold places</li> <li>Explain what they might wear if they lived in a very hot or a very cold place?</li> </ul>

	<p>season and weather Key Human features, including: city, town, village, factory, farm, house, office, port, ,harbour and shop.</p>		<ul style="list-style-type: none"> <li>Consider what environmental protection means and looks like</li> <li>Consider ways to enhance our environment</li> </ul>	
<b>Geographical skills and fieldwork.</b>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries,, continents and ocean studied at this key stage.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (eg near and far, left and right) to describe the location of features and routes on a map.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple geographical questions i.e. about books /atlases?</li> <li>Use simple observational skills to study the geography of the school and its grounds?</li> <li>Make simple maps and plans e.g. mud-mapping.</li> <li>Use simple maps of the local area</li> <li>Carry out simple field work by observing and recording findings on a tally chart (eg traffic survey)</li> </ul>		<ul style="list-style-type: none"> <li>Can use simple world maps, picture atlases and globes to identify the continents and countries studied in Year 1</li> <li>Use simple compass directions (North, South, East and West )</li> </ul>
<b>Field work activities.</b>		<ul style="list-style-type: none"> <li>Complete a simple tally chart on the traffic that passes the school grounds.</li> <li>Complete an activity using directional language in the playground to locate features.</li> </ul>		